INDEX

Beaulieu, R. P., & Utecht, K. M., "Frequently Administered Formative Tests and Student Achievement," Vol. 14, No. 4, pp. 195-200.

Bracy-Nipper, D., Karmos, J. S., & Mouw, J., "WISC-R vs DCAT for Predicting Academic Performance in a High School Learning Disabled Population," Vol. 14, No. 1, pp. 41-47.

Campbell, K. C., "Elementary Principals and Early Childhood Education," Vol. 14, No. 2, pp. 90-99.

Cangemi, J. P."Education and Self-Actualization," Vol. 14, No. 4, pp. 164-175.

Caraveo-Ramos, L. E., & Saldate, M., "Relationship of Language, Family Occupational History, and Level of Generation to Attainment of Upperclass Status among Mexican-American College Students," Vol. 14, No. 1, pp. 17-25.

Feldman, P., Osburn, J., Campbell, M. M., & Miller, H. B. "Teachers and Motivation," Vol. 14, No. 4, pp. 176-185.

Groves, D. L., & Groves, S. L., "Recreation: Special Education Programming," Vol. 14, No. 4, pp. 206-212.

Hearne, J. D., "Educational Assessment: A Review of Issues and Concerns," Vol. 14, No. 2, pp. 51-56.

Huston, A. M., "Dyslexia: Who Can Have It?" Vol. 14, No. 4, pp. 201-205.

Jantz, R. K., & Klawitter, K., "The Effects of Instruction on the Learning of Social Studies Concepts," Vol. 14, No. 2, pp. 57-66.

Kean, D. K., & Glynn, S. M., "Writing Persuasive Documents: Audience Considerations," Vol. 14, No. 1, pp. 36-40.

Kiewra, K. A., & Benton, S. L., "Dyslectic Effects of Notetaking, the Instructor's Notes, and Higher-Order Practice Questions on Factual and Higher-Order Learning," Vol. 14, No. 4, pp. 186-194.

Kiewra, K. A., Benton, S. L., & Lewis, L. B., "Qualitative Aspects of Notetaking and Their Relationship with Information-Processing Ability and Academic Achievement," Vol. 14, No. 3, pp. 110-117.

Law, S. G., & Lane, D. S., Jr., "Multicultural Acceptance by Teacher Education Students: A Survey of Attitudes Toward 32 Ethnic and National Groups and a Comparison with 60 Years of Data," Vol. 14, No. 1, pp. 3-9.

Manning, B. H., & Payne, B. D., "Student Teacher Classroom Interactions and Self-Perceptions of Personality," Vol. 14, No. 3, pp. 140-147.

Martin, L. L., & Norbert Maertens, N., "Specific Home Teaching Techniques for Children With Learning Problems," Vol. 14, No. 2, pp. 86-89.

Morgan, S. R., "The Ability of Teachers to Distinguish Disturbed from Disturbing Behavior," Vol. 14, No. 3, pp. 118-124.

Mrosla, H., "Cognitive Learning Style and Achievement in Mathematics," Vol. 14, No. 1, pp. 26-28.

Okech, J. G., "Self-Concepts and Attitudes Towards Teaching as Predictors of Effective Teaching," Vol. 14, No. 1, pp. 29-35.

Plata, M., "Bilingual Vocational Education for Limited English Proficient Handicapped Adolescents," Vol. 14, No. 3, pp. 103-109.

Reis, E. M., & Wolf, A. E., "Helping Secondary L.D. Students Read Social Studies Text," Vol. 14, No. 3, pp. 133-139.

Rodriguez, M. D., & Prewett-Diaz, J., "A Study of the Reliability of the Experimental

Version of the Spanish WIXC-R with Upper Elementary School Children in Puerto Rico," Vol. 14, No. 1, pp. 10-16.
Stewart, W. J., "Facilitating Computer-Based Curriculum Planning," Vol. 14, No. 2, pp. 83-85.
Stewart, W. J., "Conforming Instruction to Brain Variability in Students Through a Computerized Monitoring Device," Vol. 14, No. 3, pp. 148-154.
Strahan, D. B., "A Developmental Analysis of Formal Reasoning in the Middle Grades," Vol. 14, No. 2, pp. 67-73.
Swick, K. J., "Teacher Reports on Parental Efficacy-Involvement Relationships: An Exploratory Study," Vol. 14, No. 3, pp. 125-132.
Tillinghast, B. S., DuMars, R. C., & Lane, J. M. "Reducing Student Stress Utilizing Thought Stopping: A Model," Vol. 14, No. 4, pp. 159-163.